

Henry E. Bonner Elementary

171 Macedonia Foxes Circle
Moncks Corner, SC 29461

Grades	PK-4 Elementary School	
Enrollment	695 Students	
Principal	Melvin K. Rose	843-899-8950
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Kathleen Bounds	843-761-5437

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	73	19	1

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Good	No
2006	Average	Good	No

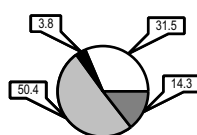
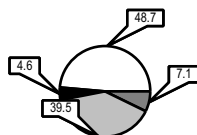
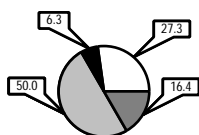
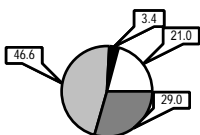
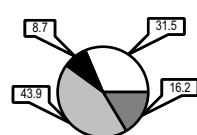
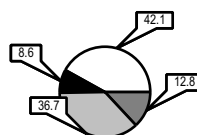
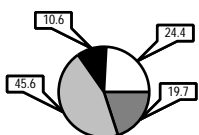
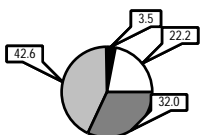
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	254	99.6	20.7	46.8	29.1	3.4	48.5	Yes	Yes
Gender									
Male	150	99.3	24.3	44.3	30.0	1.4	43.6	N/A	N/A
Female	104	100.0	15.5	50.5	27.8	6.2	55.7	N/A	N/A
Racial/Ethnic Group									
White	200	99.5	16.8	48.6	30.8	3.8	51.9	Yes	Yes
African American	53	100.0	35.3	41.2	21.6	2.0	35.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	207	99.5	11.5	49.7	35.1	3.7	57.1	N/A	N/A
Disabled	47	100.0	58.7	34.8	4.3	2.2	13.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	99.6	20.7	46.8	29.1	3.4	48.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	99.6	20.8	46.6	29.2	3.4	48.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	154	99.4	24.1	49.7	23.4	2.8	42.1	Yes	Yes
Full-pay meals	100	100.0	15.2	42.4	38.0	4.3	58.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	254	100.0	27.3	50.0	16.4	6.3	34.5	Yes	Yes
Gender									
Male	150	100.0	27.7	48.2	15.6	8.5	33.3	N/A	N/A
Female	104	100.0	26.8	52.6	17.5	3.1	36.1	N/A	N/A
Racial/Ethnic Group									
White	200	100.0	24.2	51.1	17.7	7.0	38.2	Yes	Yes
African American	53	100.0	39.2	47.1	9.8	3.9	19.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	207	100.0	21.4	52.6	18.8	7.3	39.1	N/A	N/A
Disabled	47	100.0	52.2	39.1	6.5	2.2	15.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	27.3	50.0	16.4	6.3	34.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	100.0	27.0	50.2	16.5	6.3	34.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	154	100.0	30.1	50.7	13.0	6.2	28.1	Yes	Yes
Full-pay meals	100	100.0	22.8	48.9	21.7	6.5	44.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	254	100.0	48.7	39.5	7.1	4.6	11.8
Gender							
Male	150	100.0	48.9	40.4	5.7	5.0	10.6
Female	104	100.0	48.5	38.1	9.3	4.1	13.4
Racial/Ethnic Group							
White	200	100.0	44.1	40.9	9.1	5.9	15.1
African American	53	100.0	66.7	33.3	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	207	100.0	40.6	45.8	7.8	5.7	13.5
Disabled	47	100.0	82.6	13.0	4.3	0.0	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	48.7	39.5	7.1	4.6	11.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	100.0	48.5	39.7	7.2	4.6	11.8
Socio-Economic Status							
Subsidized meals	154	100.0	56.8	34.2	5.5	3.4	8.9
Full-pay meals	100	100.0	35.9	47.8	9.8	6.5	16.3

Social Studies							
All Students	254	100.0	31.5	50.4	14.3	3.8	18.1
Gender							
Male	150	100.0	31.2	48.9	15.6	4.3	19.9
Female	104	100.0	32.0	52.6	12.4	3.1	15.5
Racial/Ethnic Group							
White	200	100.0	25.8	55.4	14.5	4.3	18.8
African American	53	100.0	52.9	33.3	11.8	2.0	13.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	207	100.0	25.0	54.2	16.1	4.7	20.8
Disabled	47	100.0	58.7	34.8	6.5	0.0	6.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	31.5	50.4	14.3	3.8	18.1
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	100.0	31.6	50.2	14.3	3.8	18.1
Socio-Economic Status							
Subsidized meals	154	100.0	37.0	50.0	9.6	3.4	13.0
Full-pay meals	100	100.0	22.8	51.1	21.7	4.3	26.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	116	100.0	19.8	38.7	38.7	2.7	41.4
	4	130	100.0	28.2	42.7	29.0	0.0	29.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	99.3	18.4	42.4	34.4	4.8	39.2
	4	119	100.0	23.2	51.8	23.2	1.8	25.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	116	100.0	24.3	63.1	9.9	2.7	12.6
	4	130	100.0	20.2	43.5	31.5	4.8	36.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	100.0	26.2	58.7	13.5	1.6	15.1
	4	119	100.0	28.6	40.2	19.6	11.6	31.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	116	100.0	49.5	38.7	10.8	0.9	11.7
	4	130	100.0	44.4	34.7	19.4	1.6	21.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	100.0	47.6	42.1	9.5	0.8	10.3
	4	119	100.0	50.0	36.6	4.5	8.9	13.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	116	100.0	18.9	58.6	17.1	5.4	22.5
	4	130	100.0	24.2	58.9	13.7	3.2	16.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	100.0	28.6	56.3	11.9	3.2	15.1
	4	119	100.0	34.8	43.8	17.0	4.5	21.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 695)				
First graders who attended full-day kindergarten	91.2%	Down from 100.0%	100.0%	100.0%
Retention rate	3.2%	Down from 3.6%	3.7%	2.8%
Attendance rate	95.7%	Up from 95.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.3%	0.0%	0.0%
Eligible for gifted and talented	7.8%	No change	8.8%	10.4%
On academic plans	40.7%	N/AV	39.9%	33.6%
On academic probation	N/A	N/AV	1.4%	1.0%
With disabilities other than speech	9.8%	Down from 12.8%	8.4%	7.5%
Older than usual for grade	0.6%	Down from 1.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	63.6%	Up from 55.6%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	2.6%	Down from 2.8%	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 85.8%	87.3%	87.3%
Teacher attendance rate	91.9%	Down from 94.7%	95.2%	94.9%
Average teacher salary	\$43,283	Up 6.5%	\$42,257	\$42,485
Prof. development days/teacher	7.3 days	Up from 6.4 days	14.0 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 22.1 to 1	18.0 to 1	18.6 to 1
Prime instructional time	86.3%	Down from 89.4%	89.7%	89.7%
Dollars spent per pupil*	\$6,045	Down 1.3%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	57.9%	Down from 59.6%	63.3%	64.0%
Percent of expenditures for instruction*	62.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 33.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Below Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

H.E. Bonner Elementary School is a large rural school located nine miles northeast of Moncks Corner, South Carolina. We serve students from nine small communities. Bonner Elementary School is unique not only because of its location but its resources, which include open areas for farming, Lake Moultrie for recreation, and growing businesses for increased employment opportunities. Our greatest asset is having a community that is committed to helping all our children succeed.

We have a learning environment where our children will succeed. While we have experienced success in many areas, we continue to assist students in achieving higher levels. We continuously assess student performance to drive instruction. We use test data to target the specific needs of our children. Based on this information, we implement programs such as Accelerated Reader, The Mastering Math Facts Program, After-School Childcare, Reading and Math Tutoring, and Inquiry Science.

The school's academic focus continues to include language arts using the Literacy-Based Instruction model in all grades. Everyday Math continues to be our focus with hands-on activities and parental involvement. Staff development plays a key role in helping teachers meet the needs of our children. We continued our focus on standards-based instruction through weekly planning sessions. We have two up-to-date computer labs that are utilized by students, teachers, staff, and parents on a regular basis to develop Power Point programs, to conduct research, and to provide remediation for math and reading.

Bonner Elementary achieved 19 of the 21 Average Yearly Progress (AYP) objectives. An area of growth is our special needs population. Our plan for the 2006-2007 school year includes a focus on the district-approved literacy model through differentiated staff development and scheduling. We will utilize team planning and district early release days to plan for instruction. All of these efforts will continue our efforts in moving toward achieving AYP.

The Bonner Family Tradition since 1980 has been Success is Our Ultimate Goal. We strive daily to increase opportunities for students to achieve success.

Melvin K. Rose, Principal
Bonnie Leusby, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	106	53
Percent satisfied with learning environment	84.6%	82.7%	88.7%
Percent satisfied with social and physical environment	97.4%	87.5%	88.5%
Percent satisfied with school-home relations	84.2%	91.2%	83.0%

*Only students at the highest elementary school grade level at this school and their parents were included.